

Sixth Grade Writing Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	6.W.1.1 Students are able to create narrative and descriptive texts of more than one paragraph. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> use specific details and examples to convey meaning (for example: show not tell, sensory details); use specific nouns and active verbs.
(Application)	6.W.1.2 Students are able to use an organizational pattern that includes an effective introduction, body, and conclusion. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> recognize a variety of ways to introduce a piece of writing (for example: dialogue, unusual fact, question); recognize ways to effectively conclude a piece of writing (for example: circular ending, thought-provoking ending).
(Application)	6.W.1.3 Students are able to use the appropriate form of writing to address purpose and audience. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> recognize a variety of purposes for writing (for example: journals, poems, reader response, autobiographical writing).

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standards, Supporting Skills, and Examples
(Application)	6.W.2.1 Students are able to model a range of strategies authors use in narration and description. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> record personal ideas, observations, and experiences (for example: personal writing journal, portfolio); explore the use of dialogue to tell a story.
(Evaluation)	6.W.2.2 Students are able to revise writing to improve organization and support of ideas. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> improve ideas/content and organization (for example: add, move, delete ideas; focus on precise moment in time); improve sentence fluency (for example: vary sentence beginnings and length, use simple and compound sentences); use expressive, appropriate, precise words to improve voice and clarity (for example: figurative language—similes, idioms, alliteration, hyperbole; writer's voice); use feedback and peer writing groups to improve writing.

Sixth Grade Writing Grade Standards, Supporting Skills, and Examples

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	6.W.3.1 Students are able to apply knowledge of standard language usage. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • use parts of speech correctly (for example: perfect tense verbs); • use subject-verb agreement accurately.
(Synthesis)	6.W.3.2 Students are able to edit final copies for correctness. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • spell homonyms correctly (for example: their/they're/there); • capitalize proper nouns, names, titles, and nationalities appropriately; • punctuate dialogue appropriately; • use end punctuation for proper effect; • use available technology to edit (for example: spell check, grammar check, margins, tabs, fonts, spacing).

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	6.W.4.1 Students are able to write to clarify knowledge in a specific subject. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • use writing to paraphrase/summarize what is read/heard (for example: identify topic and main ideas, write an "exit slip" to summarize most important learning or most unclear concept); • use a variety of graphic tools to categorize and organize information (for example: webbing, note-taking, diagramming, Venn diagrams); • write to explain ideas, processes, and theories; • write to record observations, communicate hypotheses, and analyze information collected (for example: lab reports, scientific experiments).
(Synthesis)	6.W.4.2 Students are able to write texts, supported by references, which focus on key ideas, issues, or situations in a specific discipline. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • select sources that support personal interpretations of information (for example: almanacs, atlases, encyclopedias, CD-ROMs); • summarize and credit ideas from various sources.

**Sixth Grade Writing
Performance Descriptors**

Advanced	<p>Sixth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • create multi-paragraph texts in narrative and descriptive modes; • use an organizational pattern appropriate for the specific writing purpose and audience; • model and incorporate a range of strategies used by authors; • revise writing to improve organization and support of ideas; • apply knowledge of standard language usage; • edit final copies for correctness; • write, supported by references, to clarify knowledge across disciplines.
Proficient	<p>Sixth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • create multi-paragraph texts in narrative and descriptive modes of writing; • use an organizational pattern that includes an introduction, body, and conclusion appropriate for the specific writing purpose and audience; • model a range of strategies authors use in narration and description; • revise writing to improve organization and support of ideas; • apply knowledge of standard language usage; • edit final copies for correctness; • write, supported by references, to clarify knowledge in a specific discipline.
Basic	<p>Sixth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • create texts in narrative and descriptive modes; • use a recognizable introduction, body, and conclusion; • model selected strategies authors use in narration and description; • edit writing for standard language usage; • write to restate knowledge in a discipline, supported by one or two references.

**Sixth Grade Writing
ELL Performance Descriptors**

Proficient	Sixth grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • use brainstorming, webbing, clustering, drafting, revising, editing, and publishing; • use specific details in writing to convey meaning; • write reports that focus on key ideas, issues, or situations and are supported by references; • use writing to paraphrase/summarize what is read/heard.
Intermediate	Sixth grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • use an organizational pattern that includes an effective introduction, body, and conclusion; • improve sentence fluency by varying sentence beginnings and length, combining sentences, and using simple and compound sentences; • write from experiences, thoughts, and feelings; • describe a favorite American holiday or holiday tradition.
Basic	Sixth grade ELL students performing at the beginning level: <ul style="list-style-type: none"> • learn a variety of purposes for writing; • write journals, letters, poems, or reports; • apply knowledge of common language usage errors and how to correct them; • edit final copies for correctness.
Emergent	Sixth grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • trace symbols, letters and words; • copy symbols, letters, words, sentences, and paragraphs from prompts; • keep a homework pad based on teacher/peer modeling; • imitate writing from others in different situations and settings; • use listening and viewing to assist with writing; • understand and write upper and lower case letters as appropriate; • label pictures.
Pre-emergent	Sixth grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • do not understand or produce enough written language to perform in English.

**Seventh Grade Writing
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Synthesis)	<p>7.W.1.1 Students are able to create expository and persuasive texts of more than one paragraph. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • write texts that explain and inform (for example: reports, “how-to” paper, summaries); • write texts to persuade audience to agree with a specific idea/point of view (for example: editorials, letters).
(Synthesis)	<p>7.W.1.2 Students are able to create an organizational structure that includes an introduction, clear focus, effective transitions, and a conclusion. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use cause/effect, comparison/contrast, and other forms of presenting ideas; • use a variety of details to clarify focus (for example: quotations, dialogue, suspense, narrative action); • develop word banks of transition words and phrases; • use transitions to improve fluency of the piece.
(Application)	<p>7.W.1.3 Students are able to choose appropriate language and style for writing purpose and audience. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • write for peers, adults, the public, and other content areas.

**Seventh Grade Writing
Grade Standards, Supporting Skills, and Examples**

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>7.W.2.1 Students are able to model a range of strategies authors use in all writing modes, with emphasis on exposition and persuasion. To meet this standard students may:</p> <ul style="list-style-type: none"> • write about topics they know, wonder, or care about (for example: use anecdotes, quotations, and life experiences to create informative essays or editorials); • develop a portfolio to demonstrate writing improvement.
(Evaluation)	<p>7.W.2.2 Students are able to revise writing to improve clarity. To meet this standard students may:</p> <ul style="list-style-type: none"> • improve ideas/content, organization, voice, word choice (for example: hook the reader, hold central idea throughout the paper); • improve sentence fluency (for example: combine sentences for variety, use independent and dependent clauses); • model authors' use of sensory details, sound devices, and concrete language (for example: alliteration, rhyme, metaphors); • use feedback from others to improve writing (for example: peer and self revision, writing groups, teacher conference).

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>7.W.3.1 Students are able to apply knowledge of standard language usage, including phrases and agreement. To meet this standard students may:</p> <ul style="list-style-type: none"> • use parts of speech correctly; • create sentences with correct subject-verb and pronoun-antecedent agreement.
(Synthesis)	<p>7.W.3.2. Students are able to edit final copy for correctness. To meet this standard students may:</p> <ul style="list-style-type: none"> • edit for correct spelling; • edit for correct punctuation (for example: commas in direct address, introductory clauses and phrases, and in compound sentences); • use available technology to edit (for example: spell check, grammar check, columns, page orientation).

**Seventh Grade Writing
Grade Standards, Supporting Skills, and Examples**

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>7.W.4.1 Students are able to write to synthesize information from various subject areas. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none">• write to describe similarities between present and past cultures and literature (for example: compare geography and culture in novels to other geographical information, electronic databases, interviews);• use graphic organizers to clarify information (for example: Venn diagram, timelines, double-entry journals);• write to compare and contrast information from multiple sources (for example: gather career information from interviews and printed information).

**Seventh Grade Writing
Performance Descriptors**

Advanced	<p>Seventh grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • create multi-paragraph texts in all modes of writing, with emphasis on expository and persuasive; • model a range of strategies used by authors to develop a personal style; • create an organizational structure appropriate to writing purpose and audience; • synthesize information from more than one context or discipline; • revise writing independently to improve clarity and word choice; • apply knowledge of standard language usage; • edit final copies for correctness.
Proficient	<p>Seventh grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • create multi-paragraph texts in all modes of writing, with emphasis on expository and persuasive; • model a range of strategies used by authors; • create an organizational structure that includes an introduction, clear focus, effective transitions, and a conclusion; • write to synthesize information from various contexts and disciplines; • choose appropriate language and style for writing purpose and audience; • revise writing to improve clarity and word choice; • apply knowledge of standard language usage; • edit final copies for correctness.
Basic	<p>Seventh grade students performing at the basic level:</p> <ul style="list-style-type: none"> • write texts in expository and persuasive modes; • model selected strategies used by authors; • create an organizational structure that includes an introduction, body, transitions, and a conclusion; • write to synthesize information from another context or discipline; • show awareness of appropriate language and style for writing purpose and audience; • revise writing to improve word choice; • apply knowledge of standard language usage; • edit final copies for correctness.

**Seventh Grade Writing
ELL Performance Descriptors**

Proficient	Seventh grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • use English to obtain and process subject matter information in written form; • pre-write, draft, revise, edit, and publish written work; • write narrative, descriptive, expository, and persuasive pieces through journals, letters, or reports; • choose appropriate language and style for writing purpose and audience.
Intermediate	Seventh grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • write about what they know, wonder, and care about; • improve sentence fluency; • vary sentence beginnings and length; • apply knowledge of common language usage errors; • use correctly parts of speech and subject-verb agreement.
Basic	Seventh grade ELL students performing at the basic level: <ul style="list-style-type: none"> • write in complete sentences; • use graphic organizers to clarify information; • use technology to edit final copies for correct spelling, grammar, and punctuation.
Emergent	Seventh grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • trace symbols, letters and words; • copy symbols, letters, words, sentences, and paragraphs from prompts; • keep a homework pad based on teacher/peer modeling; • imitate writing from others in different situations and settings; • use listening and viewing to assist with writing; • understand and write upper and lower case letters as appropriate; • label pictures.
Pre-emergent	Seventh grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • do not understand or produce enough written language to perform in English.

**Eighth Grade Writing
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Synthesis)	8.W.1.1 Students are able to create narrative, descriptive, expository, and persuasive texts of more than one paragraph. <i>To meet this standard students may:</i> <ul style="list-style-type: none">• use details to clarify focus and enhance style;• use anecdotes, analogies, and metaphors in writing.
(Analysis)	8.W.1.2 Students are able to organize text to support a specific point of view, focus, and/or purpose. <i>To meet this standard students may:</i> <ul style="list-style-type: none">• use organizational strategies to develop texts (for example: problem/solution, comparison/contrast, cause/effect);• use argumentative structure to write a letter to the editor about a local issue
(Synthesis)	8.W.1.3 Students are able to compose technical/business texts using a style appropriate to audience and purpose. <i>To meet this standard students may:</i> <ul style="list-style-type: none">• write texts to authentic audiences (for example: business letters, applications, letters of inquiry, power point, story board, graphs, charts).

Eighth Grade Writing Grade Standards, Supporting Skills, and Examples

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Synthesis)	<p>8.W.2.1 Students are able to model authors' techniques and strategies to clearly convey meaning in all writing modes. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • model how authors bring ideas and characters to life (for example: specific details, dialogue, action, physical description); • consider the effects authors achieve through imagery and figurative language; • establish a clear focus in writing (for example: narrow the topic, use specific details for support); • monitor writing progress (for example: maintain a personal writing journal or portfolio).
(Evaluation)	<p>8.W.2.2 Students are able to revise writing to improve sentence fluency and cohesiveness. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • improve ideas/content, organization, voice, and word choice (for example: listen for writer's voice); • improve sentence fluency (for example: use subordinating conjunctions, appositives); • use sensory details, sound devices, and concrete language (for example: alliteration, rhyme, metaphor, personification); • use feedback improve writing (for example: peer and self-revision, writing groups, teacher conference).

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>8.W.3.1 Students are able to apply knowledge of standard language usage, including phrases and clauses. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use subordinating conjunctions, coordinating conjunctions, and prepositions correctly; • use correct agreement of verb tense with indefinite pronouns; • understand verb case as it affects agreement.
(Synthesis)	<p>8.W.3.2 Students are able to edit final copies for publication. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use correct capitalization of specific and general terms (for example: south vs. the South); • use punctuation correctly to avoid creating comma splices; • use available technology to edit (for example: spell check, grammar check, find/replace).

**Eighth Grade Writing
Grade Standards, Supporting Skills, and Examples**

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	8.W.4.1 Students are able to write to transfer and apply knowledge in a subject area. <i>To meet this standard students may:</i> <ul style="list-style-type: none">• apply information learned in one subject area to a class project (for example: compare historical novel about the Battle of Gettysburg with historical accounts, use astronomy knowledge to write a myth explaining some natural phenomenon).
(Synthesis)	8.W.4.2 Students are able to synthesize information from multiple sources to create texts. <i>To meet this standard students may:</i> <ul style="list-style-type: none">• use appropriate technical terms and notations in writing (for example: scientific notation, mathematical formulas, historical journals);• use both primary and secondary sources to enrich understanding of information;• support thesis or judgments with information from various sources (for example: Internet, newspapers, quotes from authorities).

**Eighth Grade Writing
Performance Descriptors**

Advanced	<p>Eighth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • create texts for a variety of audiences and purposes in all modes of writing; • determine the organizational pattern needed to support a specific point of view, focus, and purpose; • incorporate various authors’ styles into own writing style; • write to clearly convey meaning; • revise writing to improve sentence patterns and fluency, cohesiveness, and voice; • apply knowledge of language conventions to revise and edit for publication; • write to transfer learning from one context to another across the curriculum; • evaluate and synthesize information from multiple sources to support analysis of a topic.
Proficient	<p>Eighth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • create multi-paragraph texts for a variety of audiences; • organize text to support a specific point of view, focus, and purpose; • use various authors’ styles to create writing that clearly conveys meaning; • revise writing to improve sentence fluency and cohesiveness; • apply knowledge of language conventions to revise and edit for publication; • write to transfer and apply knowledge in a new context; • synthesize information from multiple sources to support analysis of a topic.
Basic	<p>Eighth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • create multi-paragraph texts in assigned formats; • organize text to support a specific purpose; • recognize how various authors create writing that clearly conveys meaning; • revise writing to improve sentence fluency; • apply knowledge of language conventions to revise and edit for publication; • write to transfer learning from one context to another; • synthesize information to support analysis of a topic.

**Eighth Grade Writing
ELL Performance Descriptors**

Proficient	Eighth grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • use a variety of techniques to generate, draft, revise, edit, and publish text; • create a variety of multi-paragraph texts; • organize text to support a specific point of view, focus, or purpose; • revise writing to improve clarity and effectiveness of content.
Intermediate	Eighth grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • improve sentence fluency; • use feedback to improve writing; • write from information gathered from the internet, newspaper, or other reference material; • write in complete sentences, using detail to support ideas; • share, revise, and edit a writing piece with a peer; • use a bilingual dictionary to assist with writing.
Basic	Eighth grade ELL students performing at the basic level: <ul style="list-style-type: none"> • apply knowledge of common language usage errors and know how to correct them; • use parts of speech correctly; • edit final copies for correctness; • write to record observations or to analyze information collected, as from a lab assignment; • work cooperatively in a round-robin format to create a story.
Emergent	Eighth grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • trace symbols, letters and words; • use various technologies to copy symbols, letters, words, sentences, and paragraphs from prompts; • keep a homework pad based on teacher/peer modeling; • imitate writing from others in different situations and settings; • use listening and viewing to assist with writing; • understand and write upper and lower case letters as appropriate; • label pictures.
Pre-emergent	Eighth grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • do not understand or produce enough written language to perform in English.